

# Would you rather be a Saxon or a Viking?

SpringTerm 1,

## Year 5

2021

<p><b><u>English</u></b></p> <ul style="list-style-type: none"> <li>• <b>Persuasive letter</b> To write a letter about packaging waste. To include passive voice, quotations, modal verbs, subjunctive voice and parenthesis, fact and opinion</li> <li>• <b>Jack and the Beanstalk</b> To write an alternative version of the traditional story, using dialogue, figurative language, adverbs of possibility and relative clauses</li> <li>• <b>Topic writing - Argument - Would you rather be a Saxon or Viking?</b> Know how to use language of persuasion, to summarise, modal verbs, cohesion between paragraphs</li> </ul>	<p><b><u>Science</u></b></p> <p><b>Light</b></p> <ul style="list-style-type: none"> <li>• To know that light appears to travel in straight lines and use this to explain that objects are seen because they give out or reflect light into the eye</li> <li>• Know that we see things because light travels from light sources to our eyes or from light sources to objects and then to our eyes</li> <li>• To know that light travels in straight lines to explain why shadows have the same shape as the objects that cast them</li> </ul> <p><b>Key Vocab:</b> straight lines, light rays, light, light source, dark, absence of light, transparent, translucent, opaque, shiny, matt, surface, shadow, reflect, mirror, sunlight, dangerous</p>	<p><b><u>History</u></b></p> <ul style="list-style-type: none"> <li>• To know how to make links between periods of time - know that in 1066, the Normans invaded Britain, taking over from the Vikings</li> <li>• <b>Know:</b> - that in AD 1066, there was the Battle of Hastings - how to compare Viking and Anglo-Saxon Leaders and settlements - eg. Alfred the Great - what life was like in a different period of time - houses, clothing, jobs / roles, food, crafts</li> </ul> <p><b>Key Vocab:</b> settlement, hierarchy, rituals</p>	<p><b><u>Geography</u></b></p> <ul style="list-style-type: none"> <li>• Know how to use a wide range of geographical sources in order to investigate places and patterns (e.g. atlases, Google Earth)</li> <li>• Know how to make links between their own geographical location and other localities (local, national, global) with reference to human, physical and economical features</li> </ul> <p><b>Key Vocab:</b> settlements, kingdom, atlas, distance, landscape, urban, rural, district, grid reference, preservation, landlocked</p>	<p><b><u>P.S.H.E.</u></b></p> <p><b>Dreams and Goals</b></p> <ul style="list-style-type: none"> <li>• To know that we need money to live and support ourselves and that we will need to have a job to bring in money</li> <li>• To know about different kinds of jobs that will be available to me and how working hard in school can help me get the job I want.</li> <li>• To know that a career is a job that people will commit to for most of their lives and they can build their way up through promotions, earning more money.</li> <li>• To know that people in other cultures are not as lucky as myself in choosing a job.</li> </ul> <p><b>Key Vocab:</b> ambitions, aspirations, contribution, determination, perseverance, motivation</p>
<p><b><u>Art</u></b></p> <ul style="list-style-type: none"> <li>• Sketchbook work - Know how to use exploration and experimentation to develop an idea, practice with a range of materials and record ideas</li> <li>• Know how to use drawing pencils, to become experienced in elements - pattern, texture, line, shape, form and space</li> <li>• Know how to use blending skills effectively with charcoal and chalk to show light, shadow, line and texture in observational drawings</li> <li>• Know how to explain why they have chosen specific materials to draw with</li> </ul>	<p><b><u>Computing</u></b></p> <p><b>Physical programming - Crumble coding</b></p> <ul style="list-style-type: none"> <li>• To know how to connect a simple circuit to a computer</li> <li>• Know how to write a program that includes count-controlled loops</li> <li>• To know that a loop can stop when a condition is met</li> <li>• To know that a loop can be used to repeatedly check whether a condition has been met</li> <li>• To know how to design a physical project that includes selection</li> <li>• To know how to create a program that controls a physical computing project</li> </ul>	<p><b><u>Music</u></b></p> <ul style="list-style-type: none"> <li>• Know how to perform songs</li> <li>• Comment on songs and their meaning using musical vocabulary</li> <li>• Know how to adjust dynamics, pitch, breathing and tone when performing</li> <li>• Know how to play and perform in solo and ensemble contexts, using voice</li> <li>• Know how to use and understand the basics of musical notation</li> </ul>	<p><b><u>R.E.</u></b></p> <p><b>What does it mean to be a Muslim in Britain today?</b></p> <ul style="list-style-type: none"> <li>• To know the links between the Muslim practice of the five pillars and Muslim beliefs about God and Muhammad</li> <li>• To know why the Qur'an and the Hadith are significant to Muslims</li> <li>• To know the functions of the Mosque and Muslim beliefs</li> </ul>	<p><b><u>DT</u></b></p> <ul style="list-style-type: none"> <li>• <b>Design and create a Viking Longboat</b> - know how to measure accurately, make the product fit for purpose, refine and further improve it and evaluate the final design</li> </ul> <p><b>Key Vocab:</b> strengthen, adapt, substitute, 'fit for purpose', linkages, prototype, precision, modify, specifications</p>
<p><b>Key Vocab:</b> form and space, tonal range, palette, mixed media, perspective, dimension</p>	<p><b>Key Vocab:</b> sensor, input, output, process, software, variables, editing, coding, programming, debugging, algorithms</p>	<p><b>Key Vocab:</b> accent, bass, notation, texture, timbre, ostinato, chord, diction, interval, syncopation, dynamic, pronunciation, rhythm</p>	<p><b>Key Vocab:</b> Eid ul Fitr, Fast/ing, Muslim, Halal, Qur'an stand, Muhammad(pbu), PBUH = Peace, Be Upon Him, Messenger, Ramadan, Quran, Crescent, Charity, Forgiveness, Prophet Ibrahim, Prophet Ismail, Prophet Mohammad (pbu),</p>	<p><b><u>MFL</u></b></p> <ul style="list-style-type: none"> <li>• Core vocabulary and phonetics - ou, on, ch, oi, i, in, ique, ille, é, è, e, eua, eux, qu, gne, ç, en, an</li> <li>• What is the weather?</li> </ul>

Hajj, Ihram, Makkah, Salat, Ka'aba,  
Pilgrimage, Madinah, Ummah, Mina